

# USC Suzanne Dworak-Peck

School of Social Work

## Social Work 691

### Section #67100

### Applied Learning in Field Education III

### 3 Units

### Fall 2022

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<b>Office</b>	Virtual
<b>Office Hours</b>	One hour after class and by appointment
<b>Course Day(s)</b>	Friday
<b>Course Time(s)</b>	8:45 – 10:00 am
<b>Course Location(s)</b>	DLP

### Course Pre-requisites, Co-requisites, and Concurrent Enrollment

This is the first master’s level Practicum Education course in specialized practice and the third in the practicum series. To participate in this course, students must successfully complete SOWK 591 and SOWK 593.

### Catalogue Description

Supervised practicum placement and practicum seminar to develop specialized practice skills in working with individuals, families, groups, communities and/or organizations. Graded CR/IP/NC.

### Course Description

This course is the first level of the specialized practicum experience within the MSW program, which is designed to extend and enhance the nine social work competencies. It provides students the opportunity to integrate social work theory while they practice social work skills under the supervision of professional social workers. Practicum Education is the signature pedagogy of social work education because it serves as a bridge between academic instruction and application of skills learned in the classroom (CSWE, 2008). Students will effectively demonstrate specialized practice coursework concepts, while practicing social work and developing competencies in their selected area of practice.

This course will use Relational Cultural Theory (RCT) as its guiding theoretical framework for seminar discussions. Instructors will encourage students to view their assignments and practicum experiences

through this lens. RCT as a framework highlights the importance of relationships, neuroscience, intersectionality, and social justice. The relational component acknowledges the importance of authenticity, mutual empathy, and process in our work with clients and systems. The neuroscience focuses on the neurobiological impact of connection (Banks, 2015). The cultural component highlights the importance of intersectionality and the experiences of marginalization, racism, and power within our society (Jordan, 2009, Walker, 2019). Through a RCT lens students will be able to evaluate their micro, mezzo, and macro interventions with respect to power and privilege in order to align with social work's commitment to diversity, inclusion, and anti-racism. As a framework RCT recognizes the "person in environment" and the impact of oppressive systems on our clients. Advance practice social work requires students to maintain a focus both on their individual interactions with clients, but also the need to translate social justice into action. "Now more than ever social workers must heed Bertha Capen Reynolds's call to 'maintain a dual focus on the individual in need and pain and on the socio-economic and political forces of the society which cause this misery' (Cullen, 1980, p. 27)."

Seminar instructors also serve as Faculty Practicum Liaisons. Each student receives continual support provided by a Practicum Faculty Liaison who serves as an educator, consultant, and coach for the practicum education experience. In collaboration with the School, agencies provide learning opportunities and resources for an effective educational experience for students. Practicum Instructors are professional masters' level social workers who guide and teach students how to apply social work practice, values, and ethics in a professional setting. Practicum Instructors also collaborate with students and preceptors, if applicable, to create and approve learning agreements, discuss, and give feedback on Reflective Learning Tools, complete and sign end-of-semester evaluations, and ensure paperwork is completed on time.

At the end of the semester, the Practicum Faculty Liaison will confirm that the student has completed all practicum assignments and that development of the necessary learning competencies has occurred at a satisfactory level. The Practicum Faculty Liaison will be responsible for assigning students a grade of Credit or No Credit.

### Course Objectives

	Objectives
1	Students will apply Relational Cultural Theory, critical reflection and reflexivity, in classroom discussions, case presentations, and at their practicum placements.
2	Students will implement the content of the practice, policy, and research coursework in their practicum placements and critically analyze their experiences through written reflections, case presentations, and classroom discussions.
3	Students will develop a professional plan that articulates a professional identity and a mission statement.
4	Students will demonstrate 3rd-semester competencies as outlined in the Council on Social Work Education's (CSWE) Core Competencies and articulated in the Practicum Learning Agreement and Comprehensive Skills Evaluation.

### Course Format / Instructional Methods

Practicum Education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies (Brooks, 2010). These competencies are articulated in the CSWE Educational Policy and Accreditation Standards (EPAS) and make up the end of semester evaluation for practicum education internship. USC Suzanne Dworak-Peck School of Social Work Practicum Faculty and agency Practicum Instructors utilize a variety of

instructional methods in order to prepare students to successfully achieve these competencies. are utilized by both

Instructional methods consist of university-led seminar instruction and guidance combined with community agency activities under the supervision of a designated Practicum Instructor which can include hands-on interactions with clients, shadowing opportunities, trainings, individual supervision, group supervision, guidance on proper documentation, crisis management responses, didactic instruction, and experiential exercises. Students and their Agency Practicum Instructors will collaboratively develop and/or revisit a teaching plan known as the Learning Agreement between. At the end of the semester, agency Practicum Instructors will complete the end of semester evaluation and recommend a grade to the Practicum Faculty Liaison. USC Faculty Practicum Liaisons are assigned to oversee the progress of the students in their practicum placements, including consultation for students' practicum education internship assignments. Faculty Practicum Liaisons meet with students as needed to facilitate their placement experiences and schedule Practicum Instructor and student contacts each semester to ensure the quality of students' learning opportunities. The Faculty Practicum Liaisons also clarify School expectations and serve as consultant and mediator for student and internship-related conflicts. As discussion and processing are integral parts of the learning process, Faculty Practicum Liaisons also serve as seminar instructors. Practicum seminar meets multiple times over the course of the seminar to assist students with integration of social work theory into their practice.

### Student Learning Outcomes

The following table lists the nine Social Work core competencies, as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards, which are the basis of the student learning outcomes in the MSW program. This course requires development in all nine of the competencies.

Social Work Core Competencies		
1	Demonstrate ethical and professional behavior	
2	Engage in diversity and difference in practice	
3	Advance human rights and social, economic, and environmental justice	
4	Engage in practice-informed research and research-informed practice	
5	Engage in policy practice	
6	Engage with individuals, families, groups, organizations, and communities	
7	Assess individuals, families, groups, organizations, and communities	
8	Intervene with individuals, families, groups, organizations, and communities	
9	Evaluate practice with individuals, families, groups, organizations, and communities	

See **Appendix A** for an expanded table, which details the competencies and dimensions of competence highlighted in this course. The table also shows the course objective(s), behaviors/indicators of competence, and course content and assignments related to each competency highlighted in the course.

### Course Assignments, Due Dates, and Grading

**\*\*All assignments must be completed to receive Credit for this course.\*\***

Assignment	Due Date	Grading
<b>SEMINAR-BASED ASSIGNMENTS</b>		
<b>Assignment 1</b> Integrated Case Presentation	Oral presentations Units 2-5  Written summary Unit 5	Credit/No Credit (CR/NC) <i>See assignment instructions for detailed grading criteria.</i>
<b>Assignment 2</b> Professional Social Work Mission Statement	Unit 6	CR/NC <i>See assignment instructions for detailed grading criteria</i>
<b>Assignment 3</b> Seminar Participation and Self-Evaluation (2)	Units 1-7 Mid-semester evaluation due Unit 4; End of semester evaluation due Unit 7	CR/NC <i>Student will complete a self-evaluation relating to participation in seminar consultation at mid-semester and end of semester for Credit</i>
<b>PRACTICUM -BASED ASSIGNMENTS</b>		
<b>Assignment 4</b> Reflective Learning Tools (RLTs) – 4 total	2 RLTs completed by Unit 4, remaining 2 due by Unit 7	CR/NC <i>All 4 RLTs required for Credit</i>
<b>Assignment 5</b> Completion of Learning Agreement	Learning Agreement due by Unit 3	CR/NC <i>Completed Learning Agreement required for Credit</i>
<b>Assignment 6</b> Development of Competencies reflected via Final Evaluation	Development of Competencies as evidenced in Evaluation due by Unit 7	CR/NC <i>Completed Competency Evaluation required for Credit</i>
<b>Assignment 7</b> Completion of Practicum Hours	Unit 7 (min of 50% due by Unit 4, 100% due by Unit 7)	CR/NC <i>minimum number of hours indicated in the Practicum Calendar must be completed for Credit</i>

Each of the major assignments is described below.

**Instructors will provide detailed written assignment instructions with grading criteria including applicable checklists.**

**Assignment 1: Integrated Case Presentation:** In-class oral case presentation and written case summary.

Students apply critical reflection and reflexivity to case assessment, analysis, and conceptualization. To develop a comprehensive conceptualization of a participant\* or agency/organizational challenge through assessment, reflection, and analysis. In addition, students will share their analysis and pose a question for group discussion developing professional presentation and consultation skills.

\*Participant is used to describe those social workers serve. Other terms include clients, patients, service users, and consumers.

*Due: Oral presentations Units 2-5; Written summary Unit 5.*

*This assignment relates to course objectives 1, & 2*

### **Assignment 2: Professional Social Work Mission Statement**

Students will compose a mission statement that reflects their personal values, interests, areas of focus, strengths, and skills. The mission statement serves as a “north star” guiding their development and identify as a professional social worker. Using the provided checklist students must include three of the four listed items to receive credit. Students will be provided with an assignment description and checklist for successful completion (must meet 3 out of 4 criteria to receive credit).

*Due: Unit 6*

*This assignment relates to learning objectives 3 and 4.*

### **Assignment 3: Seminar Participation and Self-Evaluation (2)**

Class participation should consist of thoughtful, respectful, and meaningful contributions based on relevant practicum experience or instructional themes of the week, required readings, and assignments prior to class. Class participation is defined by being actively engaged in your learning, demonstrated by participating in class discussions, corresponding with the instructor and classmates, asking questions, sharing thoughts/feelings/experiences, and other curiosities as related to how to apply these concepts to your professional practicum education settings. Students will be provided a self-evaluation and end-of-semester evaluation to reflect on their seminar participation.

*Due: Consultation occurs Units 1-7; Mid-semester evaluation due Unit 4; End of semester evaluation due Unit 7*

*This assignment relates to learning objectives 1, 2, 3, & 4*

### **Assignment 4: Reflective Learning Tools (RLTs)**

Four RLTs are due continuously to the agency Practicum Instructor and as identified in the Learning Agreement. Students will come to class prepared to share their practicum experiences and provide feedback using the Relational Cultural Theory (RCT) model and the application of the required readings. In addition, students will utilize the content of their RLTs in sharing their reflections on their practicum work.

There are multiple Reflective Learning Tool forms to choose from based on the setting type:

- *Individual (Micro)* – may include direct clinical practice with assigned clients and shadowing other social workers
- *Group (Mezzo)* – may include conducting or observing group work, such as psychoeducation or community focus groups
- *Community (Macro)* – may include analyzing data, developing policies and resources, coordinating community events, meetings, assigned projects, activities, and trainings

**Due:** Two of RLTs completed by Unit 4; remaining two due by Unit 7. All four RLTs must be completed and reviewed by Practicum Instructor to receive Credit for this assignment and for successful completion of this course (no partial credit).

*This assignment relates to course objectives 1, 2, & 4.*

#### **Assignment 5: Completion of Learning Agreement**

- Complete Learning Agreement with practicum goals.
- Ensure that the completed Learning Agreement is signed by the Intern, Practicum Instructor, and Practicum Liaison.

**Due:** Learning Agreement due by Unit 3. The Learning Agreement must be completed for successful completion of this course and to receive credit for this assignment (no partial credit).

*This assignment relates to learning objectives 1, 2, & 4*

#### **Assignment 6: Development of Competencies reflected via Final Evaluation**

- Demonstrate second-semester generalist skills in the CSWE Core Competencies as listed in the end-of-semester evaluation.
- Complete a self-assessment by rating themselves on the end-of-semester evaluation.
- Review and discuss the end-of-semester evaluation completed by the Practicum Instructor, who makes the grade recommendation. If satisfied that the content accurately reflects progress, student and Practicum Instructor sign as instructed.
- Ensure that the completed evaluation is received and signed by the Practicum Liaison.

**Due:** Development of Competencies as evidenced in Evaluation due by Unit 7. The Evaluation must be completed for successful completion of this course and to receive credit for this assignment (no partial credit).

*This assignment relates to learning objectives 1, 2, & 4*

#### **Assignment 7: Completion of Practicum Hours**

- Complete the required number of practicum placement hours as identified in the Practicum Manual and practicum calendar.

**Due:** See Practicum Calendar. Minimum of 50% of hours completed by Unit 4, 100% of hours completed by Unit 7. All required hours must be completed for successful completion of this course and to receive credit for this assignment (no partial credit).

*This assignment relates to learning objectives 1, 2, and 4.*

#### **Additional Information about Practicum:**

*If there are unresolved practicum -related issues, discuss with your Practicum Instructor and, if needed, contact your Practicum Liaison.*

All University Holidays are sanctioned time off. If a University Holiday falls on one of the student’s regularly scheduled days at the agency, students are not required to attend internship. If students observe the University Holiday, they do not earn credit for practicum hours that day and are required to make-up any missed practicum hours. Students are also required to make up any practicum hours missed due to agency holidays that fall on their scheduled placement day and are not University Holidays. Students should consult with their Practicum Instructor and/or Preceptor to ensure their absence would not adversely affect the agency and/or client care. Students are allowed eight hours each semester to take time off for religious holidays or illness which must be discussed in advance and arranged with the Practicum Instructor/Preceptor. This time counts in the Practicum Internship hours and the student does not have to make-up this time. Make-up hours for additional time missed must be discussed with and approved by the Practicum Instructor/Preceptor

*If agreed upon prior to the start of the practicum placement, some students may be expected to complete additional practicum hours and/or other requirements in order to fulfil their professional commitment to the agency. The On Campus Program (OCP) Practicum Calendar is available at: <https://dworakpeck.usc.edu/msw-on-campus/practicum-education/students-forms>. VAC students will find the VFP Practicum Calendar in the Toolbox located on the Digital Learning Platform. Please note the calendars are different for OCP and VAC.*

*On-Campus Programs (OCP):* All practicum forms and information, including the calendar, can be found here:

<https://dworakpeck.usc.edu/academics/msw-on-campus/practicum-education/students-forms>

*Virtual Academic Center (VAC):* All practicum forms and information, including the calendar, can be found in your Toolbox and the Practicum Manual here: <https://msw.usc.edu/academic/practicum-experience/>

**SOWK 691 is graded Credit/No Credit (CR/NC).**

Class grades will be based on the following:

Assignment Grades		Final Grade	
Credit	83% or above	Credit	83% or above
No Credit	82% or below	No Credit	82% or below

See **Appendix B** for additional details regarding the definitions of grades and standards established by faculty of the School.

### **Attendance and Participation**

Students' active involvement in the class is essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities, timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected. Students are expected to attend every class and remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives, which could affect your course grade. Students are expected to notify the instructor by

telephone or email of any anticipated absence or reason for tardiness. University of Southern California policy permits students to be excused from class without penalty for the observance of religious holy days. This policy also covers scheduled final examinations that conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work that will be missed or to reschedule an examination due to observance of a religious holiday. Having more than 2 *unexcused* absences in class may impact your grade. Students earn practicum hours through attendance in practicum seminar. Substantive participation in remote/hybrid VAC and Ground courses, includes maintaining an active screen in live sessions and completing all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete 2 or more asynchronous units in the VAC before the live class, without prior instructor permission, also may result in a lowered grade.

**Class participation will be assessed according to the following criteria\*:**

\*See assignment 3 for criteria related to participation in practicum seminar.

**Class participation will be assessed according to the following criteria:**

**See assignment 3 for specific criteria related to participation.**

**Additional Expectations and Guidelines**

Students are expected to contribute to developing a positive learning environment and demonstrate their learning through written and oral assignments and active class participation.

**Expectations**

1. Students are expected to complete all written and other assignments on time.
2. Students are encouraged to share readings identified by their practicum placement, and other class assignments.
3. Students are expected to respect the clients' confidentiality: To use pseudonyms when discussing specific cases, and respect and maintain confidentiality regarding class discussions that may reveal personal information about other students in the class.
4. Active participation is required of all students and will be considered in the final evaluation.
5. Problem-solving, identifying issues of concern, and learning needs should evolve from the group.
6. Periodic evaluation of the course experience will be conducted. Students will be asked to complete an evaluation at the end of the semester.

**Class Agreements and Guidelines**

Much of the course content will center on critical issues that may be challenging and controversial. Therefore, the following guidelines have been adopted as agreements to support a safe, inclusive, and respectful class environment.

1. Every person participating in the program is of equal worth and value.
2. All opinions are important. We will agree to disagree.
3. We do not generalize. Please speak from your perspective using I-statements such as "I think...", "I believe...", "It's been my experience that...", etc.
4. Actively listen to gain understanding. We will be speaking from our personal experiences. It is important to recognize that we will be talking about what is true for us.
5. We respect the confidentiality of our classmates. Information that is shared during class stays in class.



6. Be aware of your level of participation in the group and act accordingly. If you tend to be quiet in group situations, please work at increasing your contribution. We are here to learn from one another. On the other hand, avoid monopolizing discussion.
7. This course's content is shared by each member's contributions to the class discussion. Learn the balance to either step up or step back to allow diverse voices to be heard.
8. Diversity is our strength! The class setting is a sacred place, and all persons and their perspectives are welcome.

### **Required Instructional Materials and Resources**

#### ***Required Textbooks***

None

#### ***On Reserve***

All additional required readings that are not in the above-required texts are available online through the electronic reserve (ARES).

#### ***Notes:***

- The instructor may assign additional required and recommended readings throughout the course.
- See **Appendix C** for recommended instructional materials and resources

### **Recommended Instructional Materials and Resources**

OTG students: All practicum forms and information including the calendar can be found here:

<https://dworakpeck.usc.edu/academics/msw-on-campus/practicum-education/students-forms>

VAC students: All practicum forms and information including the calendar can be found in your SOWK 691 course Toolbox or course asynchronous Digital Learning Platform.

## **Course Overview**

<i>Unit</i>	<i>Date</i>	<i>Topics</i>	<i>Assignments</i>
1	1/13/23	<b>Course Overview:</b> <ol style="list-style-type: none"> <li>1. Introductions</li> <li>2. Review course syllabus</li> <li>3. RCT review and expectations</li> <li>4. Review of Practicum Manual</li> <li>5. Placement consultation: Beginning or returning to your placement</li> </ol>	Practicum Documents: Due ongoing through semester. Please consult assignment section of syllabus.  Participation: Ongoing (all Units)
2	2/3/23	<b>Bridging the dichotomy between micro and macro practice:</b> <ol style="list-style-type: none"> <li>1. Application of critical reflection and reflexivity</li> <li>2. Case presentations</li> <li>3. Placement consultation suggested topic: How do you integrate micro and macro work?</li> </ol>	Preparation for case presentations
3	2/24/23	<b>Caring for yourself:</b> <ol style="list-style-type: none"> <li>1. Case Presentations</li> <li>2. Self-care</li> <li>3. Placement consultation suggested topic: Self-care and supervision</li> </ol>	Oral Case presentations  Learning Agreement due
4	3/10/23	<b>Reframing engagement, assessment, and intervention from a social justice perspective:</b> <ol style="list-style-type: none"> <li>1. Case Presentations</li> <li>2. Social justice implications for practice</li> <li>3. Placement consultation suggested topic: Application of social justice content in practicum work</li> </ol>	2 RLTs due Oral Case Presentations Mid-semester Seminar Participation due
5	3/31/23	<b>Developing a professional social work identify:</b> <ol style="list-style-type: none"> <li>1. Who am I as a social worker?</li> <li>2. Professional social work mission statements</li> <li>3. Placement consultation suggested topic: Am I doing what I want to be doing?</li> </ol>	Oral Case Presentations Integrated Case Presentation written summary due
6	4/14/23	<b>Collaboration:</b> <ol style="list-style-type: none"> <li>1. Interdisciplinary collaboration</li> <li>2. Placement consultation suggested topic: Challenges of rewards of collaborating</li> </ol>	Professional Social Work Mission Statements due
7	4/28/23	<b>Evaluation:</b> <ol style="list-style-type: none"> <li>1. Our wellness</li> <li>2. Our work in the practicum</li> <li>3. Our goals for next semester</li> <li>4. Placement consultation suggested topic: Reflections on the semester</li> </ol>	Practicum Competencies Evaluation Practicum Hours Completion 4 RLTs due End of semester Seminar Participation due

### Required Reading Schedule

### Unit 1

Joseph, R., & Shon, H. (2020). The Appealability of the Social Work Profession in the United States: Possible Explanations. In B. Nikku (Ed.), *Global social work: Cutting edge issues and critical reflections* (pp. 690- ). IntechOpen. <https://www.intechopen.com/chapters/71380>

Lenz, A. S. (2014). Integrating relational-cultural theory concepts into supervision, *Journal of Creativity in Mental Health*, 9(1), 3-18. <https://doi.org/10.1080/15401383.2013.864960>

### Unit 2

Salas, L. M., Sen, S., & Segal, E. A. (2010). Critical theory: Pathway from dichotomous to integrated social work practice. *Families in Society*, 91(1), 91–96. <https://doi.org/10.1606/1044-3894.3961>

Valdez, A., Cepeda, A. & Kaplan, C. (2020). Conducting international reflexive ethnography: Theoretical and methodological struggles. In M. Boeri & R. K. Shukla (Eds.), *Inside Ethnography: Researchers Reflect on the Challenges of Reaching Hidden Populations* (pp. 141-159). University of California Press. <https://doi.org/10.1525/9780520970458-010>

### Unit 3

Barsky, A. (n.d.). *Ethics alive: Special report on the 2021 revisions to the NASW code of ethics*. The New Social Worker. <https://www.socialworker.com/feature-articles/ethics-articles/special-report-2021-revisions-nasw-code-of-ethics/>

Moffatt, A., Ryan, M., & Barton, G. (2016). Reflexivity and self-care for creative facilitators: Stepping outside the circle. *Studies in Continuing Education*, 38(1), 29-46. <https://doi.org/10.1080/0158037X.2015.1005067>

### Unit 4

Almeida, R. V., Werkmeister Rozas, L. M., Cross-Denny, B., Lee, Kyeunghae, K., & Yamada, A. (2019). Coloniality and intersectionality in social work education and practice. *Journal of Progressive Human Services*, 30(2), 148–164. <https://doi.org/10.1080/10428232.2019.1574195>

Finn, J. L. (2021). *Just Practice: A Social Justice Approach to Social Work* (4th ed., pp. 181-261). Oxford University Press.

Jemal, A. (2018). Transformative consciousness of health inequities: Oppression is a virus and critical consciousness is the antidote. *Journal of Human Rights and Social Work*, 3(4), 202–215. <https://doi.org/10.1007/s41134-018-0061-8>

### Unit 5

Bailey, M., (2016). 6 Actions that build a satisfying social work career. *The New Social Worker*. <https://www.socialworker.com/feature-articles/career-jobs/6-actions-that-build-a-satisfying-social-work-career/>

Unit 6

Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. *Health & Social Work, 41*(2), 101-109. <https://doi.org/10.1093/hsw/hlw006>

Unit 7

Stamm, B. H. (2009). Professional quality of life: Compassion satisfaction and fatigue subscales, Version V (ProQOL). [Instrument]. Center for Victims of Torture. Retrieved from [https://proqol.org/ProQol\\_Test.html](https://proqol.org/ProQol_Test.html)

**List of Appendices**

- A. Detailed Descriptions of Social Work Core Competencies Highlighted in this Course
- B. Definitions of Grades and Standards Established by Faculty of the School
- C. Recommended Instructional Materials and Resources
- D. Suzanne Dworak-Peck School of Social Work DEI Statement
- E. Statement on Academic Conduct and Support Systems

# USC Suzanne Dworak-Peck

## School of Social Work

### **Appendix B: Definitions of Grades and Standards Established by Faculty of the School\***

Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

1. Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content, but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.
2. A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.
3. A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.
4. A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.
5. A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
6. Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

\*See assignment chart for breakdown of Seminar and practicum requirements and grading criteria defining successful completion of this course.

### **Appendix C: Recommended Instructional Materials and Resources**

#### ***Recommended Guidebook for APA Style Formatting:***

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

#### ***Additional Resources:***

Purdue Online Writing Lab's APA formatting and style guide:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

Social Work Library at USC: <https://libguides.usc.edu/socialwork>

Anti-Racist/Anti-Oppression Resources: <https://libguides.usc.edu/socialwork/antiracism>

Writing Resources: <https://libguides.usc.edu/writingresources>

### **Appendix D: Suzanne Dworak-Peck School of Social Work Diversity, Equity, and Inclusion Statement**

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives

that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the [NASW Code of Ethics](#), abide by the [CSWE Educational Policy and Accreditation Standards](#), and address the [American Academy of Social Work and Social Welfare, Grand Challenges for Social Work](#).

## **Appendix E: University Policies and Guidelines**

### **Attendance Policy**

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email of any anticipated absence or reason for tardiness.

All [University Holidays](#) are sanctioned time off. If a University Holiday falls on one of the student's regularly scheduled days at the agency, students do not have to make-up for the hours. Students are required to make up any practicum hours missed due to agency holidays that fall on their scheduled placement day and are not University Holidays. Students should consult with their Practicum Instructor and/or Preceptor to ensure their absence would not adversely affect the agency and/or client care. Students are allowed eight hours each semester to take time off for religious holidays or illness which must be discussed in advance and arranged with the Practicum Instructor/Preceptor. This time counts in the Practicum Internship hours and the student does not have to make-up this time. Make-up hours for additional time missed must be discussed with and approved by the Practicum Instructor/Preceptor

Please refer to [SCampus](#) and to the [USC School of Social Work Policies and Procedures](#) for additional information on attendance policies.

### **Statement on Academic Conduct**

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Recording a university class without the express permission of the instructor and an announcement to the class, as well as distributing or using recordings of university lectures or classes without the express permission of the instructor, for purposes other than individual or group study, also constitute violations of the USC Student Conduct Code.

Please familiarize yourself with the discussion of plagiarism, unauthorized recording of university classes, and other forms of academic dishonesty and misconduct in SCampus, Part B, Section 11, "Behavior Violating University Standards," as well as information in SCampus and in the university policies on scientific misconduct.

### **Students and Disability Accommodations**

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### **Statement about Incompletes**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

### **Policy on Late or Make-up Work**

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

### **Policy on Changes to the Syllabus and/or Course Requirements**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

### **Code of Ethics of the National Association of Social Workers (Optional)**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly*  
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

### **Preamble**

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of

people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

### **Academic Dishonesty Sanction Guidelines**

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

### **Complaints**

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

### **Tips for Maximizing Your Learning Experience in this Course (Optional)**

- Be mindful of getting proper nutrition, exercise, rest and sleep!
- Come to class.
- Complete required readings and assignments BEFORE coming to class.
- BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.



- Come to class prepared to ask any questions you might have.
- Participate in class discussions.
- AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- Keep up with the assigned readings.

## **Appendix F: Support Systems and Additional Resources**

### **Counseling and Mental Health**

<https://studenthealth.usc.edu/counseling/>

Phone number (213) 740-9355

On call 24/7

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

For VAC Students: Students enrolled in the Virtual Academic Center can access support services for themselves by contacting Uwill, an independent student assistance program offering mental health and wellness solutions. The program allows students the ability to connect immediately with licensed available mental counselors based on their unique needs and preferences. To get started, follow this [link](#) to the Uwill portal, create your account with your University email, and connect with a clinician.

### **National Suicide Prevention Lifeline**

<https://suicidepreventionlifeline.org/>

Phone number 1 (800) 273-8255

On call 24/7

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

### **Relationship and Sexual Violence Prevention Services (RSVP)**

<https://studenthealth.usc.edu/sexual-assault/>

Phone Number (213) 740-9355(WELL), press “0” after hours

On call 24/7

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

### **USC Office of Equity, Equal Opportunity, and Title IX**

<https://eeotix.usc.edu/>

Phone number (213) 740-5086

Title IX Office (213) 821-8298

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

### **Reporting Incidents of Bias or Harassment**

[https://usc-advocate.symplcity.com/care\\_report/index.php/pid422659?](https://usc-advocate.symplcity.com/care_report/index.php/pid422659?)

Phone number (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

### **USC Office of Student Accessibility Services (OSAS)**

<https://dsp.usc.edu/>

Phone number (213) 740-0776

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

### **USC Campus Support and Intervention**

<https://campussupport.usc.edu/>

Phone number (213) 821-4710

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

### **Diversity at USC**

<https://diversity.usc.edu/>

Phone number (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

### **USC Emergency**

<https://dps.usc.edu/>

UPC phone number (213) 740-4321

HSC phone number (323) 442-1000

On call 24/7

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

### **USC Department of Public Safety**

<https://dps.usc.edu/>

UPC phone number (213) 740-6000

HSC phone number (323) 442-120

On call 24/7

Non-emergency assistance or information.

### **Additional Resources**

For VAC Students: Students enrolled in the Virtual Academic Center can access support services for themselves by contacting Uwill, an independent student assistance program offering mental health and wellness solutions. The program allows students the ability to connect immediately with licensed available mental counselors based on their unique needs and preferences. To get started, follow this [link](#) to the Uwill portal, create your account with your University email, and connect with a clinician.

## **Emergency Preparedness and Response Resources**

### **USC Earthquake Procedures:**

<https://fsep.usc.edu/usc-emergency-procedures/emergency-procedures-for/during-an-earthquake/>

### **USC Emergency Procedures Video:**

<https://usc.edu/emergencyvideos>

### **Campus Building Emergency Information Fact Sheets:**

<https://fsep.usc.edu/emergency-planning/building-emergency-fact-sheets/>

### **USC ShakeOut Drill:**

<https://fsep.usc.edu/shakeout/>

### **Personal Preparedness Resources, such as preparing your home, etc.**

<https://fsep.usc.edu/personal-preparedness/>